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ABSTRACT

The rapid growth of international dimensions in American life creates a critical need for improvements in international education. Recognizing the key role teachers play in efforts to improve and expand our capacity as a nation to deal responsibly and effectively with these dimensions of American life, this project was designed to internationalize the Indiana University elementary teacher education program. The project goals stressed the development of a comprehensive interdisciplinary program involving required courses for elementary education majors. The courses are designed to: (1) incorporate international content through instructional models designed and tested by faculty; (2) provide cross-cultural, experiential learning involving international students, the use of community resources and university area studies expertise; and (3) emphasize critical thinking, decision making modules and cooperative learning methods. Appended to this descriptive report on the project is an outline of considerations for developing a module for an internationalized teacher education program. (JD)

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EXECUTIVE SUMMARY

REFORMING PRESERVICE EDUCATION: AN INTERNATIONAL DIMENSION

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A. Project Overview

The rapid growth of international dimensions in American life creates a critical need for improvements in international education. Recognizing the key role teachers play in efforts to improve and expand our capacity as a nation to deal responsibly and effectively with these dimensions of American life, this project was designed to internationalize the Indiana University elementary teacher education program.

It recognized the complexities associated with reform in this critical area of education, including the fact that:

1. required courses are not under the control of any single department or college;

2. state education agencies determine minimum requirements for teacher certification;

3. public schools control the setting for the required student teaching experience.

The project was designed to (1) bring about sustained cooperation among these various educational units and agencies and (2) review and revise the basic courses required of all students in the teacher education program.

This reform effort involved key faculty members from the School of Education and the College of Arts and Sciences; selected elementary school teachers and personnel from the Indiana Department of Public Instruction in: (1) seminars, (2) the preparation of instruction modules with an international emphasis, (3) the revision and implementation of selected courses required of all elementary education majors.

B. Purpose

The project goals stressed the development of a comprehensive interdisciplinary program involving required courses for elementary education majors.

The professors teaching these courses would:

1. incorporate international content through instructional modules designed and tested by faculty;

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2. provide cross-cultural, experiential learning involving international students, the use of community resources and university area studies expertise;

3. emphasize critical thinking, decisionmaking modules and cooperative learning methods.

C. Background and Origins

This project was based on a paper** written in 1982 by the Project Director at the invitation of Andrew Smith, Executive Director of Global Perspectives in Education and presented at a national conference on global education. This paper identifies conditions that would facilitate improvements in the international dimensions of teacher education as well as those conditions that would serve as constraints to such efforts. Favorable reactions to the paper and the discussions it provoked, encouraged the author to expand and further clarify the key items in the paper.

In 1983, when the Fund for the Improvement of Post Secondary Education (FIPSE) issued its call for proposals (which emphasized the need for projects with an international focus) this paper served as the framework for a proposal that was subsequently submitted by Indiana University. The Dean of the School of Education for the Bloomington campus encouraged the development of this proposal and made arrangements for institutional support. Both actions served to legitimize the project.

D. Project Description

In keeping with the conditions cited in the paper, the project involved faculty from the School of Education and elementary schools as well as Arts and Sciences professors. Thirteen courses required of elementary education majors and offered on four Indiana University campuses were the main focus of this reform effort.

The project staff consisted of a Project Director (1/2 time), and Assistant Director (approximately 1/4 time), a Research Associate (doctoral student, 1/2 time), an Evaluator and a project Secretary 1/2 time). Finally, at each campus location a Campus Coordinator served a liasion function. The project also had an Advisory Board that included representatives of the Indiana Department of Education, the College of Arts and Sciences, the School and Divisions of Education across four Indiana University campuses, the local schools, elementary school faculty, and students (elementary education majors). The Board met two to three times a year to react to project plans and issues. The Board brought together representatives of the major agencies involved in teacher education.

** Anna Ochoa, Globalizing the Professional Component of Teacher Education: Considerations for Reform, unpublished paper. Presented at Global Perspectives in Education Conference held in Easton, Maryland, May 1982.

This project involved four of the eight campuses in the Indiana University system. The four campuses, Indianapolis, Southeast, South Bend and Bloomington, all have viable programs for the preparation of elementary teachers. These programs are similar in structure but display some variations from campus to campus. It was possible to identify common target courses across these campuses programs. The Bloomington campus is the largest in terms of numbers of graduates and number of faculty members assigned to teacher education (two or three per required course). The other campuses in most cases, had only one faculty member teaching a given course.

Since Schools of Education do not have sole control over teacher education, relationships with other relevant agencies particularly the Arts and Sciences and cooperating schools were of particular interest.

At all campuses, the relationship between Arts and Science Units and Education was not especially strong. While Arts and Science faculty taught courses that were required in the teacher education program, these courses served a wider audience of university students as well. Most Arts and Science faculty felt no particular accountability to the teacher education program. In spite of this condition, a large number of these faculty members demonstrated a high level of cooperation with project activities.

Relationships with Schools

By design, at least two experienced elementary school faculty from the locale of each participating campus were involved in the project each year. These faculty member participated in faculty seminars, appraised the ideas suggested by university faculty regarding course revisions and also shared their own classroom experiences.

Strategy

This project used an infusion strategy. Each of the thirteen designated courses was expected to include international content that was not present previously. The strategy of adding a separate course was deliberately rejected. First of all, the teacher education program at all campuses of Indiana University is already saturated with course requirements and students have little group room for elective courses. Secondly, the fate of new course requirements with a special focus is that these requirements are likely to be the first to be cut in times of financial constraint. Finally, our hope was to effect the thinking of as many faculty as feasible, so that prospective teachers would experience the international dimension as a natural and pervasive part of their teacher education program.

E. Results

The impact of this project can only be measured over the years as students who take the revised course become teachers. However, considerable evidence is available suggesting positive results. More than 17 modules for required University courses were developed and distributed. Developing these modules involved more than 50 faculty members in seminars, writing and exchanging ideas. In turn, the modules developed and ideas gained by these exchanges became a part of faculty member teaching repertoire and were presented to more that 6000 students during the life of the project. In addition classroom modules were developed by elementary school faculty.

Furthermore, articles were published and presentations were made at state and national conferences. Requests for materials and consultant help requested by

other teacher preparation institutions attest to the interest sparked by this project. Most importantly, links between Arts and Science and Education were strengthened and faculty were recognized for their contributions, all of which bodes well for continuing efforts to improve and expand the international dimensions of education.

F. Summary and Conclusions

We conclude that the curriculum of teacher education can be changed if the following conditions exist or can be created: (1) there is widespread public concern regarding the need of the reforms advocated; (2) faculty incentives are provided including individual attention and recognition; and (3) settings are created wherein their peers serve as stimuli for reform and where meaningful recognition is given to their work.

Summary

Internationalizing Teacher Education, a three-year effort to strengthen the international dimensions of the elementary teacher education program (grades 1-6) at Indiana University, involved more than 65 elementary school and university faculty in the development of instructional modules for use in thirteen designated courses. Faculty seminars, module development, one-on-one consultations, a six week study tour to Malawi and Zimbabwe, demonstrations and presentations at state and national meetings were major means of improving and expanding faculty interest and expertise in international topics within the Indiana University system and nationwide. Seventeen university modules were produced and distributed. Presentations were made at several national conven tions, as well as state and regional meetings of professional organizations and special conferences. Several universities are using some of the modules as well as the strategies developed by this project in their efforts to improve and expand the international dimensions of their teacher education program.

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Titles of Project Papers and Products

Papers (1) Anna S. Ochoa and James Becker.

"Internationalizing Teacher Education," February 1985

(2) Anna S.Ochoa "Globalizing the Professional Component of Teacher Education: Consideration for Reform." May, 1982

Chapter

"Internationalizing Teacher Education", in Promising Practices in Global Education: A Handbook with Case Studies. Robert E. Freeman, Editor. New York: National Council on Foreign Language and International Studies and Global Perspectives in Education, 1987. pp 46-52.

Internationalizing Teacher Education

A FIPSE Project

Products - University Faculty: Teacher Education Modules

1A. Biology Module, by Florence Juillerat, (Indianapolis), Albert Ruesink (Bloomington), Earl Savage (South Bend).

*1B. Biology Module, by Florence Juillerat (Indianapolis).

2A. History: World in 20th Century, by Robert Byrnes (Bloomington) Paul Scherer (South Bend) and Tom Wolf (Southeast)

*2B History: Religious Education in Zimbabwe, By Tom Wolf (Southeast)

3. Children's Literature, by Meena Khorana (South Bend) and Charles Lauch (Southeast)

4. Art Appreciation and Crafts and Design, by John Guenther (Southeast) and Harold Langland (Southeast).

5A. A General Methods Part I, by Edward Buffie (Bloomington)

5B. General Methods Part II, by Edward Buffie (Bloomington)

5C. General Methods: Resources, by Deborah Hutton (Bloomington)

*6. Education and American Culture, by David Silk (Indianapolis) and Michael Chiappetta (Bloomington).

7. Educational Psychology, by Charis Snyder-Gilbert (Bloomington)

8. Language Arts Module, by Claudia Crump (Southeast)

9A. Reading Modules I, by Marsha Sheridan (South Bend), Ruth Holland, (Indianapolis) and Susan Ridout (Southeast)

9B. Reading Module I, by Bradford Walker and Jerome Harste (Bloomington)

10A. Music Education, by Flossie Jordan (Bloomington) and Glenda Hott (Southeast)

10B. Music Education, by Helen Hibbs (South Bend)

*11. Art Education, by Enid Zimmerman (Bloomington) and Cindy Borgmann (Indianapolis)

12. Reading Module II, by Sharon Andrews and Anabel Newman (Bloomington)

13A. Social Studies Module, by Don Arrington (Indianapolis), Anna Ochoa (Bloomington)

*13B. Social Studies Module (Zimbabwe) by Claudia Crump (Southeast)

* The development of these modules was influenced by Group Projects Abroad (Fulbright-Hays) that involved selected participants in a six week study tour to Malawi and Zimbabwe in Summer 1985.

Products: Elementary School Faculty: Classroom Units

TEACHERS WHO PARTICIPATED ON MALAWI/ZIMBABWE STUDY TOUR

1. Louis E. Turley, Jr. A Teaching and Instructional Unit on Malawi and Zimbabwe

2. Susan Carson. Experience Malawi and Zimbabwe

3. Sally Harvey: Global Cultures: Grades 4-8

4. Myriam Revel-Wood: An Interdisciplinary Study of Southern Africa

5. Carolyn Wells: A Third Grade Unit on Zimbabwe and Malawi

Internationalizing Teacher Education

FINAL REPORT

A. Project Overview

This project is a response to the low levels of world awareness demonstrated by the citizenry at large. More specifically, the project's chief concern was to strengthen that level of awareness among the next generation of elementary teachers and the young children for whom these teacher assume educational responsibility.

Across the life of this three year project, over fifty university faculty and twenty-four elementary school faculty joined efforts to develop a total of 23 international modules for use in both their required courses drawn from both Arts and Sciences and Education as well as elementary classrooms.

Using an infusion strategy, cohort faculty for each course drawn from each campus were convened at seminar meetings to plan and exchange ideas for modules development. Individualized faculty recruitment, faculty seminars, editorial interaction between project staff and project authors were central processes of the strategy. Peer pressure among cohorts who were university faculty members, the presence of elementary school faculty, letters of commendation sent to superiors of participants', and limited payment for module development motivated the participating faculty. An opportunity to participate in a six week study tour to Malawi and Zimbabwe enabled ten participants to take part in a unique feature of the project.This study/travel program substantially influenced the nature and substance of the international modules.

B. Purpose

The central purpose of this project was to infuse an international dimension into 13 courses which are required in elementary teacher education programs on four campuses of the Indiana University system. This purpose required faculty participation in the development of modules that would include relevant international content as determined by the faculty members involved.

Programs preparing elementary teacher represented the focus of this effort for four major reasons. Most important was research that underscores the malleability of children's attitudes during the elementary years. Consequently, it is the teachers of these children who can influence the views of children toward human differences, toward distinctive cultures and toward world conditions. Secondly, elementary teacher education is the program largest in student numbers across this system, permitting the widest impact. Thirdly, given that this project represented a multi-campus effort, the elementary program shows the greatest structural comparability from campus to campus which means that, for the most part, students must meet the same or similar requirements at each location. Finally, and certainly not least in importance, the Project Director's expertise and experience are grounded at the elementary level.

In essence, the problem challenging this project was how to involve faculty in an identification of international perspectives of relevance to their particular courses. Infusing the curriculum with international dimensions was a goal that contrasted sharply with the goal of creating a special required course that would be tightly focused on the state of the world. Course infusion may in actuality diffuse the salience of international perspectives to college students. This international emphasis may be lost in courses that attend to many additional topics and concerns.

Yet, infusion holds the promise of permeating the students curriculum in ways that while low in profile may be subtely more powerful than a course that is separated from other aspects of their curriculum. As this project reaches its formal conclusion, I find this issue of separation or infusion takes the form of an open question. It would be desirable to pursue a research study that takes two parallel projects (similar goals, similar settings) that use infusion and separate course as contrasting goals. Such a study would hold interest for this teacher educator and probably others in higher education who wrestle with this persistent curriculum issue.

Further, this experience suggests that an infusion effort can have powerful surprise outcomes. Namely, it sets a context for heightened collaboration and team effort among faculty that increases identification with the total program. Specifically, in this project, infusion strengthened collaboration and team effort both within and between campuses.

In sum, at the outset of the project I was certain that infusion was the most viable and potent condition to create. At the finale, I myself have questions concerning its value when compared to creating a separate course.

C. Backgrounds and Origins

This project grew out of serious concerns that shaped my professional interests as a social studies teacher educator. I have taught Elementary Social Studies Methods Courses for over a decade. More often than not, I found the understanding these students held about other cultures, world issues, and the role of the U.S. in world affairs dismally wanting. One especially wrenching reaction followed a student's observation on my demonstration lesson about the Hausa people of Nigeria, "Up until now," she

naively stated, "I thought Africa was a single country." I took to devoting four weeks of this methods course to examining world conditions and cultures. I even found a textbook that was reasonably fitting to this short course in instant world awareness. Yet, even that represented a band aid approach to the 1980's version of the mis-education of teachers.

My professional activities brought me into frequent contact with national efforts in the area of global education including those of the President's Commission on Foreign Language and International Studies in 1979. In this context I recognized how little attention was being given to supporting teacher education at the pre-service level. Having vocalized this concern as widely as possible, I was invited to submit and present a paper attending to teacher education at a national conference sponsored by Global Perspectives in Education in Easton, Maryland. This paper which identified forces that might facilitate or constrain the internationalizing of teacher education, served as the conceptual framework for the proposal submitted to FIPSE in 1983.

The proposal was written to have as great an impact as possible in elementary teacher education programs within the university system. Of eight campuses, four were selected on the basis of size and program compatibility Involving regional campus units in a core campus project created distance, time and logistical issues and also raised the more delicate issues of turf, control, and independence of these units from the core campus From the outset, this project was challenged in its efforts to secure campus and faculty cooperation from each of the regional units. The Division Directors for Education on each of the campuses were supportive and hospitable. In addition the project designated one faculty member from each campus as a Campus Coordinator. This individual served as a liaison to the core campus. However, the recruitment of individual faculty to attend seminars and

develop modules was left in the hands of the central project staff.

Initially, we had planned that during the first year, four modules would be developed on the Bloomington campus (core campus) and would be field tested the second year on each of the regional campuses. After an intense discussion with the campus coordinators, we decided to abandon that strategy. A major concern was the perception that faculty on regional campuses would not easily accept instructional materials that they themselves did not help develop, especially so, if the materials were developed on the Bloomington (core) campus often the target of resentment by other campuses. At this early stage, in fall of 1983 we regrouped and involved faculty from each campus each year. In operation, this change has some additional positive effects. It created a peer group of "job-a-like" faculty (one from each campus) who met several times to exchange ideas and plan modules. This peer setting proved to enrich the process with a larger pool of ideas. Secondly, in terms of the organization of a multi campus university, it drew people with common expertise together on a common task. This setting, was cooperative and constructive in terms of project goals. In terms of institutional needs, this setting also strengthened the human connections across campuses.

Organizational support from the university came largely in terms of salaries and support for a graduate assistant. This support was consistent and did not waiver across the life of the project.

Additionally, the Project cooperated with and directly benefited from the submission of a Group Project Abroad proposal (Fulbright-Hays) in Spring, 1985. (This project was submitted by the African Studies Center at Indiana University under the Direction of Drs. Patrick O'Meara and Brian Winchester.

This project took sixteen educators to Zimbabwe and Malawi on a six week study tour. Ten participants from this project were included. In order to participate they each made a commitment to develop a new module reflecting their trip experiences or modify a module they had previously developed. As a result several new modules were added; some were modified. Five elementary faculty also developed classroom units for their grade levels. The study-tour appears to have confirmed a long-standing assumption that supports experiential learning. Those participants who went on the trip seem to have developed the strongest commitment to project goals and to implementing international content into their courses.

D. Project Description

1. Course Selection. Prior to the onset of the project, thirteen courses in the elementary teacher education program were targeted for international reform. These courses were selected using the following criteria.

    a. Was the course common across the four campuses?

    b. Did the course represent one of the four major distribution areas required in English, social sciences, fine arts and science which were required of all elementary teachers?

    c. Did the courses represent a full range of professional education requirements?

As a result, the following courses were selected.

Arts and Sciences Distribution Requirements

1. Fine Arts T255/H100
2. Biology L101/0201
3. History H101
4. Children's Literature L390

Professional Education Courses

5. Education and American Culture H340
6. Educational Psychology P251
7. Language Arts Methods E339
8. Reading I Methods E340
9. General Methods E311
10. Music Methods M323
11. Art Methods M333
12. Social Studies Methods E325
13. Reading Methods II E341

2. University Faculty

Special mention needs to be made of the following faculty recruitment, faculty involvement and faculty recognition.

a. Recruitment. While Division Directors on each campus identified relevant faculty (in a few cases they even encouraged faculty participation) the bulk of this task was in the hands of the project director. Scheduling appointments in advance (sometimes, no mean feat) the project director visited each campus and discussed the goals and--tasks of the project with each faculty member on a one-on-one basis. Travel time to and from each campus varied. The longest was 7 1/2 - 8 hours driving time; the shortest was 2 1/2 to 3 hours). Nonetheless, personal contact was essential and this was time well spent.

One faculty member put it directly when she said, "I knew I couldn't turn you down once I talked to you personally -- even though I'm terribly busy."

While it is difficult to infer faculty motivations for participation firmly, the following seem clear.

- o money ($2,500.00/module divided among participating faculty) was of serious interest to faculty in only two cases.
- o recognition of the importance of the task (letters to their superiors) captured the attention of several participants
- o opportunity to work with colleagues (heretofore unknown) who teach the same subject elsewhere was also of interest.
- o the fact that the task was relatively manageable and would result in a publication was a salient in at least six cases.

  In several instances, the Project Director was asked by project participants to write supporting letters for tenure and promotion cases and the modules were submitted as a part of the faculty member's dossier. In another case concerning annual salary review, a Division Director indicated that my supporting letter along with that of the Dean placed the faculty member in a higher merit category than had been assigned to him for several years.
- o finally, several faculty members indicated that it was unusual for Bloomington to show such intense interest in their campus and to visit them personally. Their comments underscore the fact that in this case, personal contact represented a strong foundation for recruitment.

b. <u>Faculty Involvement</u> took the form of attending planned seminars held at the Indianapolis campus (a relatively central location). Here the faculty meet with their cohorts from other campuses as well as at least two elementary school faculty from school districts that cooperated with each campus. Initially the

seminars presented an overview of project goals, examples of various ways of internationalizing the curriculum and provided time to interact with colleagues and elementary school faculty as well. These seminars also gave attention to international resources and included presentations by international students. Midway through the second year, as a function of formative feedback, we recognized we where spending too much seminar time on project goals and project characteristics. subsequently we modified our design to allow more time for faculty interaction and held small group meetings for each subject area. Groups were scheduled to focus solely on the development of their particular module. This arrangement was highly productive.

c. Module Development took two distinct forms. Some modules represented the combined efforts of faculty from different campuses. The module design was planned collaboratively and each faculty member contributed to the fulfillment of that design. In other cases, each faculty member designed a component of the module to address the specific nature of his/her course. In such cases, each faculty member designed and developed a free standing component of the module. These components were assembled under one cover and were distributed to all faculty teaching the course. This alternative arrangement suited the distinct needs of faculty. Some worked better alone, while some better responded to a team effort. Some viewed the nature of their courses as somewhat distinct from others. As might be expected, some personalities did not blend well. To have imposed a single

structure on all faculty, would have been counter-productive. Diverse module formats facilitated both development and implementation.

c. Faculty Recognition took the form of year end letters of commendations drafted by the Project Director and signed by the Dean of the School of Education. These letters were sent to department chairs, division directors and chancellors with copies to the individual faculty members. This small gesture proved to be inordinately significant. Responses from those receiving them were widespread. Looking backward, such letters would have been even more instrumental while the modules was being developed rather than at year's end when the work was largely completed.

c. Elementary School Faculty included two teachers from each campus each year. A total of 26 elementary teachers participated. These teachers were selected by Campus Coordinators as teachers who regularly supervised early field experiences and student teaching. Their role in the project was to screen module ideas from the standpoint of what elementary teachers need to know. They interacted with faculty at the seminars and also reviewed draft versions of modules in terms of the modules usefulness to prospective elementary classroom teachers. Their presence appeared to heighten the efforts of university faculty. Each of the teachers selected had solid and competent reputations. Five of them also went to a Malawi and Zimbabwe on the six week study tour. These teachers served as an important stimulus to the project and its productivity.

e. The Advisory Board met twice a year and provided a large base of

support for the project. The members consisted of elementary education students, elementary teachers, relevant department chairs from Arts and Sciences as well as Education and consultants from the Indiana State Department of Education. In addition to meetings, they were consulted individually on numerous occasions. In some measure, the State Department of Education's interest in an international thrust was heightened by this effort.

f. Project Staff Meetings were a regular functions. In addition to the immediate project staff, the project evaluator was almost always present. His thought-provoking questions accompanied by participant feedback from meetings, were of inestimable value in guiding project activities. The staff as a whole had a very high level of interest and expertise in international education.

E. Project Results

1. Dissemination

The dissemination of information about this project began early in the first year and continues to the present. Information about project plans was disseminated throughout the Indiana University system through news releases announcing the grant and outlining plans for the first year. A brochure was also developed and distributed widely not only in Indiana but to selected teacher education institutions across the country. News releases and brochures were also sent through the Indiana University News Bureau to selected professional education associations and to the home town newspapers in the locale of the four university campuses involved in the project.

As modules were available and experience accumulated the project staff made presentations at state, regional and national meetings. Included

were sessions at the Indiana Council for the Social Studies, the annual convention of American Association of Colleges of Teacher Education, the Indiana Association of Colleges of Teacher Education as well as state regional, and annual meetings of the National Council for the Social Studies. News releases and articles were also distributed to these organizations for publication in their respective newsletters in journals.

Requests generated by project publicity were answered by sending an Information Packet outlining purposes and goals of the project and including sample activities (Appendix). The publicity and presentations resulted in a number of requests for materials of consultation with individual institutions or consortia with an interest in internationalizing their curricula. Meetings and presentations included work with the Indiana Consortium for International Programs, a group of some 25 colleges in Indiana and The Center for Global Studies, an Indiana University system wide operation. The project co-sponsored a conference with these two organizations. A presentation was also made by the project director and assistant director to a group of professors representing more than 20 Minnesota colleges and universities. This group was brought together for a one day meeting by the University of Minnesota Center for Global Education. A presentation was made to Education and Arts and Science faculty at Northern Illinois University. This institution was beginning an effort to internationalize their teacher education program. Presentations have also been made to the faculty at the University of North Carolina at Charlotte, and a summer institute of Phi Delta Kappan The project staff had, through a variety of previous projects and activities in professional education associations, earned national and international recognition in the field of teacher education and

international studies. Thus materials were disseminated to colleges in institutions of higher education in Japan, Italy, Germany, Australia, New Zealand, and the United Kingdom. The contacts with professional education associations and working with colleagues in colleges and universities across the nation over the years made it relatively easy to disseminate information through existing informal and formal networks.

The key elements in the dissemination strategy and operation were (1) the use of previous contacts and links with other agencies and institutions; (2) presentations at state, regional,and national meetings; (3) consultations with key representatives of consortia or colleges and universities with an interest in internationalizing their curricula; (4) the preparation and distribution of a brochure and an Information Packet (5) preparing articles and new releases for selected newsletters, journals and other media.

Evaluation

The project evaluator submitted yearly reports as well as a summary report at the end of the project. On the basis of his observations and our own, we have concluded that:

1. students showed substantial interest in the international components of their courses.
2. faculty, for the most part, felt they benefitted from the program.
3. internationalizing was a process more central to some subject areas than others.
4. the travel-abroad (Malawi-Zimbabwe) was especially important to those who participated International experiences abroad is extremely helpful.
5. module use tends to be confined to those who developed them; little use by others who did not develop them.
6. small, cohesive campuses are easier to impact than larger ones that are more diffuse.

Evaluation Report

This final evaluation report is directed at assessing the effectiveness of modules developed in the last year of the project, determining the overall impact of the project, and making recommendations regarding the utility of both the specific international modules developed for the project and the general strategies employed in infusing international themes in to the college preparation of elementary education students. The findings and recommendations are based on visits by the project evaluator to all four campuses on which the project was implemented, individual interviews with participating faculty, group interviews with students currently taking a course in which an international module was being employed, and group interview and questionnaire data collected from seniors on all four campuses to determine the cumulative effect of being exposed to multiple modules.

Individual interviews with faculty dealt primarily with the extent and manner in which the module they developed had been implemented, strengths and weaknesses of the module and suggested changes in it, reactions of students to the module, and their more general impressions of the impact of the project as a whole.

While most faculty members felt there were positive benefits of the program and the module for both themselves and their students, there was much greater variability in the extent to which and manner in which they continued to use the module component they had developed. While certain faculty continued to use the component each time they taught the course and in much the same manner, others had made major modifications, incorporated the material more diffusely in their course, or in some cases, did not continue to use the modular component at all in their teaching. This variation seemed largely the consequence of the centrality of the modular content to the major goals of the course they were

teaching and the amount of time pressure to cover the essentials of the course. Thus, reading courses seemed to provide the least time and social studies methods the most time for the introduction of international perspectives. In the former, instructors indicated not getting around to teaching the module or spending no more than one class period on it. In the latter, the international theme and the related module might pervade the course.

Those components which seemed to be most used were ones which fit the natural teaching style of the faculty and were tied to specific international experiences they had had. In fact, the most enthusiastic faculty were those who had become involved in travel to other countries as a result of association with this and a related project. The foreign travel was often described as one of the most significant events in their professional lives and led to incorporation of materials, slides, and personal experiences into their teaching which they felt involved them and their students much more effectively.

Interviews with the faculty made clear that these modules were very closely tied to the developers. While each module might have multiple components developed by different faculty, very few participating faculty members employed components in their module developed by others. The individual components seemed designed to fit into the instructor's own course outline and way of teaching. Although there were a couple of success stories, where modular components were effectively incorporated into others' teaching, the more typical finding was that others' components were either not attended to, considered inappropriate for their own instruction or, at most, used to develop ideas which might then influence one's own teaching. If, for some reason, the developer was not assigned to teach the course or the faculty member left the university, the implementation of that modular component ended in that course. This is particularly striking since the initial decisions on modular components was a group effort by two or three faculty teaching a common course.

One exception to the pattern of restricted use by others occurred for a reading module developed by one instructor which is used for all students going through the elementary teacher education program on this large campus, despite the fact that the developer is no longer there. This broad and continued implementation appears to be the result of enthusiasm about the module by key faculty members who participate in planning meetings where the several instructors teaching language arts for elementary education students meet to coordinate the curriculum. This suggests that effective implementation of the international modules requires an analysis of both the formal and informal manner in which curriculum and course content is generally influenced and coordinated on each campus in each department of program area. The absence of naturlly existing and continuing coordinating efforts makes it unlikely that use of modules will extend beyond the faculty who developed them. The presence of such existing coordinating efforts, by groups or individuals, suggests an effective strategy for implementation is to obtain the involvement and commitment of such persons early in the process of internationalizing the curriculum.

Another finding suggests the potential exportability of the international modules. Three faculty members reported effectively using these and similar modules in workshops and conferences for university and public school faculty. This indicated that one way in which faculty benefit from participating in the development of modules is the opportunity it provides for them to demonstrate their competence and creativity to their professional colleagues at other institutions. Their experiences also suggest that it is more likely that adoption of these modules by others would occur if hands on training sessions with college and school faculty were encouraged and if the components included materials such as overheads and handouts usable in workshops and conferences.

Interviews with groups of students who has recently been exposed to one of the international modular components generally found them reacting positively to the experience. While they often had practical suggestions on how to improve the module, they usually found the substance and methods of presentation interesting and where the module was in a methods course, they found they had learned techniques and content which would be directly applicable to their own future teaching of elementary students. They often indicated that they had too little internationally oriented instruction in the past, that it was important for prospective teachers to get more of this in college.

When seniors were interviewed in groups or responded to questionnaires regarding their cumulative experiences with the international modules, they often were surprised that such a project existed. Many had not noticed anything special occurring in their instruction, with the exception of any ongoing module in the class in which they were interviewed. Others had had highly salient internationally oriented courses or course components but had felt this was just a result of the instructor's personal interests. It was common for students to state that they wished the international focus had been greater and more explicit.

One major exception to the lack of evidence for a cumulative impact of the modules was on a relatively small campus, drawing from a relatively homogeneous noncosmopolitan population, where most seniors had been exposed to the same instructors for the same courses at about the same time and where a single faculty member participating in the project had major responsibility for the elementary education program and for three professional education courses taken at different phases in the students' programs, two of these incorporating international components specifically developed for this project. This faculty member actively integrates an international perspective throughout her instruction, from her general methods course to her supervision of student

teachers. Both she and the students on this campus are enthusiastic about incorporating international perspectives in both college and elementary school teaching. The practical benefits are seen by students and they develop usable lessons and materials in the teacher preparation program for their future teaching. Past students return to borrow international materials from a file of classroom usable packets kept by the faculty member. Observation of students on this campus participating in a social studies education module made it obvious that these college students were mostly drawn from a population fairly naive to an international perspective but that they responded enthusiastically to it when presented in an interesting and practicly oriented way, involving them actively in both teaching and learning roles in a simulation of elementary classroom practice. The effectiveness of the project on this campus seems to be a combination of the leadership, enthusiasm, and effectiveness of one instructor and the cohesiveness of the samll body of students and faculty on this campus jointly dedicated to turning out competent teachers.

Conclusions and implications: Faculty enthusiasm and effectiveness in conveying an international perspective seemed heavily based on personal experiences in other countries and in having the opportunity to deal extensively with international issues in their course. Courses with heavy instructional demands largely unrelated to global issues, such as reading courses, resulted in only brief modules, the international aspect of which were often forgotten. While other courses such as music and art effectively incorporated international elements, social studies methods appeared to be the course with the greatest opportunity to present major international themes and to give students concrete opportunities to learn about how they could teach their elementary students to become more globally oriented. Since students often took this course as seniors, they were eager to learn practical ways of applying any content and

method to their own future classrooms. Instructors who gave them interesting materials, formats, and strategies to use in their own future teaching were highly valued. Generally, these prospective teachers found instruction related to international perspectives to be interesting, they tended to complain that they had to little of it, and were disappointed that the project hadn't done more in this regard.

Components of the modules developed for this project, while often enthusiastically presented by the faculty who developed them and generally responded to favorably by students, were only occasionally used by other faculty, including those who developed other components of the same module and taught the same course. Even the developer of the component did not necessarily use that part of the module beyond the initial demonstration period. It thus seems unlikely that the products developed would be transportable for use by others unless existing curriculum coordination efforts were influenced or workshops were developed where the materials could be demonstrated and which provided potential users with practical techniques and directly usable materials. Each faculty member teaches their courses in their own way and without specific and concrete encouragement, will not introduce a bloc of material organized for another's class.

Infusing an international perspective into the preparation of elementary education teachers can be especially effective in smaller more cohesive programs or campuses, when leadership and instruction of elementary education students is heavily influenced by key persons committed to both teacher preparation and to an international perspective. Where multiple or large campuses are involved, after initial orientation sessions, influence efforts should be primarily focused at the level in which curriculum and course content are normally coordinated. If there does not appear to be such a natural locus of intervention, it would seem desirable to create a campus or School coordinating

committee, headed by a committed faculty member, which would meet at least once a semester to review relevant curriculum components. This project has demonstrated that elementary teacher education students responded with interest to international content and perspectives and with enthusiasm to practical demonstrations of methods of teaching international themes to children.

F. Summary and Conclusions

The teacher education program can be shaped to reflect international perspectives. If time and energy is available, infusion is the desirable tactic. It permits international perspectives to naturally permeate the curriculum resulting in a more wholistic organic result. However the amount of energy spent in recruiting faculty, fostering their interest, adding to their knowledge base, engaging and supporting their design of instruction, and providing appropriate rewards and or recognition is an extremely labor-intensive to enterprise that most colleges or universities cannot afford. Without funding, it would not have happened here. Consequently, consideration of developing a special course is appropriate. While less organic, if thoughtfully developed it can have substantial impact on students.

Basically, the goals of this project were achieved. However, faculty interest varied and subject areas varied in terms of their connectino to an international perspective.

The project staff gained sharper insights into the mysteries of faculty developement. The fact that at least one module (in some cases, more) was developed for each course, that bonds between campuses increased, that faculty perceived benefit from participation, as did students created a high level of satisfaction. Internationalizing teacher education can be done.

A Final Note:

At the end of the Project's second year; the Project Director was asked to serve as Director of Undergraduate Studies (teacher education) for the School of Education. The offer was directly related to the FIPSE Project, without the work in faculty development, I would not have accepted. The project instilled a new diminsion of confidence and understanding that allowed me to conclude I could influence teacher education more broadly. This new position also allows me to continue to nurture the use of international modules developed by faculty. In this way, the FIPSE project facilitated a turn in my career that led to different horizons than I earlier envisioned. All of us gave a lot to this FIPSE effort, clearly we gained a lot as well. For this experience, I am deeply grateful.

APPENDIX IV

MODULE DEVELOPMENT

INTERNATIONALIZING TEACHER EDUCATION

Considerations for Module Development

Who develops the module

The modules planned for Year I will be developed by content experts in the fields of biology, children's literature, fine arts and history.

Schedule

These modules need to be in draft form for editing by June 15, 1984. Editing and reviews of the module would take place during the month of June and prepared for printing by August 1.

In order to fulfill this schedule by the completion of the International Seminars, we hope that the discussions lead to a preliminary outline for each module, with a description of how that outline will be completed. (The contributions of each member of the team should be described.)

Length

While there is no specified length for these modules, it is estimated that each module will be approximately 12 - 15 pages in length excluding accompanying instructional materials.

Reimbursement

The project has $2,500.00 in funds for the development of each module. Five hundred dollars of this amount is being reserved for polishing the final drafts. Two thousand dollars is available to each faculty team in biology, children's literature, fine arts and history.

Outside Assistance

While the content experts develop the substantive component of the module, there may be a need for consultation in the area of instructional development. Also, if substantive consultant help is needed some funds are available for that purpose.

Reviews of Modules

As the modules are developed, elementary school faculty will be asked to react to their content. We would also like faculty members for a given subject area to review each others material.

The following considerations need to be kept in mind as plans for modules are discussed:

1. In developing a module which of the following approaches seems most beneficial:
   a. to develop a topic/unit that is free standing (a new topic that hasn't been included previously).
   b. to integrate new content/examples into the existing structure of the course
   c. (Alternative) _____
2. As a team, do you wish to develop a module that:
   a. emphasizes one international theme and is illustrated by several (3-4) different examples of how this theme can be developed

   OR

   b. emphasize three or four international themes with one example of how this theme can be developed.

   OR

   c. (Alternative) _____
3. What learning domains do you want the module to emphasize:
   a. knowledge (international content)
   b. skills (critical thinking/decision-making)
   c. attitudes
4. What instructional procedures do you wish to include in your module?

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